DOCUMENT RESUME

ED 188 022 CE 025 889

TITLE Project CHOICE: #170. A Career Education Unit for Grades 1 and 2. We Work with Animals. (Agriculture and Ecological Studies Career Cluster).
INSTITUTION Kern County Superintendent of Schools, Bakersfield, Calif.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jan 78
NOTE 42p.; For related documents see CE 025 584-585, CE 025 587, CE 025 590-596, CE 025 599-600, CE 025 603, CE 025 605, CE 025 607, CE 025 609, CE 025 738-789, CE 025 870, CE 025 872, CE 025 880-881, CE 025 883, and CE 025 885-893.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Animal Caretakers; *Career Awareness; Career Development; *Career Education; Educational Resources; Elementary Education; Grade 1; Grade 2; Instructional Materials; Learning Activities; Lesson Plans; Occupational Clusters; Occupations; Teaching Guides; Units of Study
IDENTIFIERS Project CHOICE

ABSTRACT

This teaching unit on working with animals is part of the Agriculture and Biological Studies Career Cluster included in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education). The units are designed to provide the classroom teacher with a source of career-related activities linking first and second grade classroom experiences with the world of work. Each unit follows a typical format that includes the unit rationale, goals, performance objectives, entry-level assessment, suggested instructional materials (including books, films, and filmstrips), and instructional strategy. The instructional strategy section contains nine lessons designed to make the pupils aware of the responsibilities and skills involved in working with animals. Each lesson is comprised of the following sections: purpose, materials, introduction, class activities, and summary activity. Task cards are appended. (This guide is one of fourteen in the series for grades 1 and 2.) (LRA)

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OFFICE OF CLAUDE W. RICHARDSON
KERN COUNTY SUPERINTENDENT OF SCHOOLS

Project CHOICE

#170

A CAREER EDUCATION UNIT FOR GRADES 1 AND 2

WE WORK WITH ANIMALS

(Agriculture and Ecological Studies Career Cluster)

CE 015 889

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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January, 1978

AGRICULTURE AND ECOLOGICAL STUDIES
CAREER CLUSTER:

WE WORK WITH ANIMALS

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AGRICULTURE AND ECOLOGICAL STUDIES CAREER CLUSTER:
WE WORK WITH ANIMALS

TEACHER'S GUIDE

RATIONALE

Most children are interested in animals. Most children have had experience with animals either directly, such as with pets, or indirectly by visiting such places as zoos or pet stores. In this unit pupils will become aware of the many different kinds of jobs involving animals. Included in this unit are activities designed to make the pupils aware of the responsibilities and skills involved in working with animals.

GOALS

Through this unit, pupils will:

- -Become familiar with the many different kinds of jobs involving animals.
- -Acquire an understanding of the tasks performed by different kinds of workers who work with animals.
- -Become aware of the need for various kinds of workers who work with animals.
- -Gain an understanding of the skills used by these workers.
- -Gain an appreciation for animals and an understanding of their needs.

PERFORMANCE OBJECTIVES

By the end of this unit, pupils will be able to:

- -Name ten jobs involving animals.
- -Name 3 different places where there are many career opportunities involving animals.
- -Name 5 workers who work with animals and be able to tell something about their responsibilities.
- -List some safety rules involved in working with various animals.
- -Name 3 different kinds of jobs involving animals and at least one skill needed to do each job.

ENTRY LEVEL ASSESSMENT
(To be used as a pretest and post-test.)

Use this informal inventory to determine the class awareness of career opportunities involving animals.

1. Name some jobs involving animals.

2. Name some different places where there are many jobs involving animals.

3. Name some workers who work with animals and tell me what they do.

4. What are some safety rules involved in working with animals.

5. Name a worker who works with animals and tell me some skills he or she must have in order to do his or her job.

EVALUATION

The final lesson has been set aside for evaluation. The Entry Level Assessment may be used as a pretest as well as a post-test, or the teacher may wish to develop his/her own. Responses may be taped or written, so that comparisons may be made in order to determine how well pupils have achieved the objectives.

SUGGESTED INSTRUCTIONAL MATERIALS

Use the following materials and equipment in this unit.

-Library books as listed.
-Films and filmstrips as listed.
-Tapes and tape recorder.

Books:

Title	Dewey Number	Author
I Want to be an Animal Doctor	CL1	Greene
Animal Doctors: What Do They Do?	636.089	Greene
The Veterinarian's Children	636.089	Maunheim

AVAILABLE IN INSTRUCTIONAL RESOURCES CENTER (IRC): OFFICE OF THE KERN COUNTY SUPERINTENDENT OF SCHOOLS

Films:
- MP 2625 Animals Need You
- MP 4823 Animal Babies Grow Up
- MP 1846 Zoo and You
- MP 5711 Animal School: Care of Your Pets
- MP 5888 Dairy Farm
- MP 5959 Farm Family in Autumn
- MP 5960 Farm Family in Winter

COMMUNITY RESOURCES

Use the following resource persons in this unit:

- -Parents
- -Local pet shop managers
- -Local veterinarians
- -Bud Fischer, SPCA & Humane Society, Bakersfield, 399-7462.
- -Explorer Scout Headquarters (Veterinarians), 2417 M Street, Bakersfield, 325-9036.
- -Jessup Hospital Barn, Panama Road, Bakersfield, 845-2853.

INSTRUCTIONAL STRATEG.: Lessons 1 - 9

Lesson 1 (Tape Pretest before Lesson 1.)

PURPOSE

To familiarize the pupils with the different kinds of jobs involving animals.

MATERIALS

1. Chalk and chalkboard
   or
   felt pen and chart paper.

2. Books: I Want To Be An Animal Doctor, by Greene.
   Animal Doctors: What They Do, by Greene.

INTRODUCTION

Say: "Today we will begin learning about jobs with animals. How many of you boys and girls like animals? Tell me some of the animals you would like. (Allow time for responses.) Do you think you would enjoy working with animals? Who can name some jobs involving animals? Let's list them. (It may be necessary to solicit responses by asking questions such as, "Where do you take your pet if he is sick?")

CLASS ACTIVITIES

1. List jobs that involve working with animals.

2. Read books.

3. Discuss:

   (a) What kind of training must a veterinarian have?

   (b) What skills does he use that we can learn in school?

   (c) Why are veterinarians important?

   (d) What would you dislike about being a veterinarian?

   (e) What would you like about being a veterinarian?

SUMMARY

Review discussion concepts.

Lesson 2

PURPOSE

To familiarize pupils with jobs involving animals. To make the students aware of skills used by various workers. To gain an understanding of the needs of animals.

MATERIALS

1. Arrangements for field trip to a zoo, humane society or local pet shop (see suggestions in section: Community Resources.)
2. Permissions slips.
3. Copy of Worksheet #1 Study Guide, next page. (A copy of this should be given to the guide at least 3 days before the field trip.)

INTRODUCTION

Say: "Today we are going to take a trip to a place where we will see lots of animals. What kind of animals do you think we might see? (Allow for responses) What care will these animals need? (Responses) What jobs will we see, do you suppose? Let's be good observers and listeners and learn as much as we can about the workers, the jobs they do and the skills they use."

CLASS ACTIVITIES

1. Go over the questions on the study guide.
2. Take a field trip.*

*Note: A film or resource person may be used in place of a field trip. See suggestions in these sections: Available in Instructional Resources Center, Office of Superintendent of Schools and Community Resources.

Worksheet 1

Study Guide

Our class is studying a unit entitled We Work With Animals. We want to learn as much as possible about all the different kinds of jobs involving animals. It would help us if you could answer some of these questions during our visit.

1. How many people work at the _____?
2. Tell us about some of the jobs different people do.
3. What are their responsibilities?
4. What kinds of animals do you have at the _____?
5. How are their needs met by the various workers?
6. What skills does each worker need in order to do his job?
7. What do you like about your job? What do you dislike about your job?
8. Why is it important to have a _____ in our community?

Lesson 3

PURPOSE	To familiarize pupils with the many different jobs involving animals.
MATERIALS	Task cards 1 through 5.
INTRODUCTION	Say: "We are learning about lots of workers who work with animals. Today we will see what good actors we are and pretend to be some of these workers!"
CLASS ACTIVITIES	Small groups and individuals role-play situations on task cards. The teacher may want to assign task cards to groups the day before to allow them time to practice.
SUMMARY	Discuss the question: Which job might you like?

Lesson 4

PURPOSE

To assist pupils in gaining an appreciation for animals and an understanding of their needs.

MATERIALS

1. Task cards 6 through 9.
2. Worksheet #2, next page. (duplicate for entire class.)

INTRODUCTION

Say: "We enjoy animals so much! But we must not forget that animals depend upon us. Why are we very important to our pets? (Responses) Today we will do some activities that will help us learn more about the way animals need us."

CLASS ACTIVITIES

1. Read and discuss worksheet. Discuss how the humane society assists lost pets.
2. Do task cards.

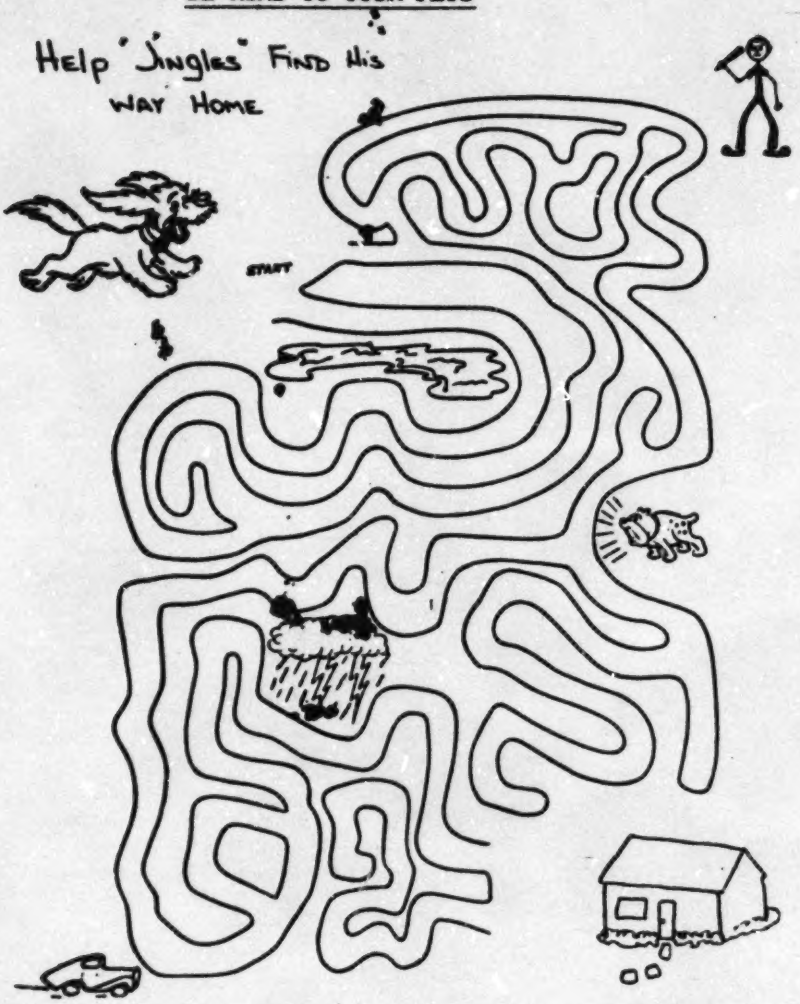
SUMMARY

Reports and sharing from group and individuals using task cards.

NOTE: Teacher discussion for Worksheet. Many people allow their dogs to run loose, thinking they are doing the dogs a favor. Many children bring their pets out of the yard to join them as they play along the streets with their friends. A variety of hazards confront a dog who is taken outside of his yard without a leash and collar. The dog might be hit by a car and become lost. How many other things can you think of that could happen to the dog? Remember, kindness to your dog means keeping him SAFE, at home in a fenced yard or on a leash.

WORKSHEET 2

BE KIND TO YOUR PETS



Many people allow their dogs to run loose, thinking they are doing the dogs a favor. Many children bring their pets out of the yard to join them as they play along the streets with their friends. A variety of hazards confront a dog who is taken outside of his yard without a leash and collar. The dog might be hit by a car and become lost. How many other things can you think of that could happen to the dog? Remember-kindness to your dog means keeping him SAFE, at home in a fenced yard or on a leash.

Lesson 5

PURPOSE

To become familiar with the work of a dairy farmer and the services he provides our community.

MATERIALS

1. Suggested films: #5888 Dairy Farm (1960) (Available through Instructional Resources Center, Kern County Superintendent of Schools Office.)

3. Task card 10.

INTRODUCTION

Say: "Raise your hand if you like ice cream. (Responses) Raise your hand if you like milk. Pizza with lots of melted cheese on top? Butter on your toast for breakfast? Who can tell me what animal gives us these delicious foods? (Allow for responses.) What worker is responsible for getting milk from the cows so we can have all these good milk products? Today we will see a film that will help us learn all about the job of the dairy farmer."

CLASS ACTIVITIES

1. View and discuss film.

2. Do task card.

SUMMARY

Share pictures from task card workers.

Lesson 6

PURPOSE

To familiarize students with animals at the circus and fair and the jobs associated with each.

MATERIALS

1. Task cards 11 through 14.
2. Various art materials (paper, crayons, paint, felt pens).
3. Copies of Worksheets 3 and 4 next pages. Cut the titles apart for pupils to use with task card activities.

INTRODUCTION

Say: "Who likes the circus? (Allow for show of hands.) Who likes a fair? Who can tell me what you like about circuses and fairs? (Allow for responses.) What animals might you see at a circus? At a fair?"

CLASS ACTIVITIES

1. Discuss circus and fair animals.
2. Do task cards in small groups.

SUMMARY

Sharing from groups and individuals using task cards.

WORKSHEET 3

Reproduce, cut apart titles to use with Task Cards 11 through 14.

11

12

15

16

WORKSHEET 4

Reproduce and cut apart these titles for students to use with Task Cards 11 through 14.

17

18

13

Lesson 7

PURPOSE

To familiarize pupils with a pet shop, its products, services and employees.

MATERIALS

1. Task cards 2,15, 16.
2. Films about pets. (For suggested films, see section: Available in Instructional Resources Center, Superintendent of Schools.)

INTRODUCTION

Say: "How many of you boys and girls have pets? Where did you get your pets? (Discuss responses) If you don't have a pet, where could you get one? How many of you have visited a pet shop? Is there a pet shop near our school? What can we buy at pet shops besides pets? Do pet shops provide any special services? Today we will do some activities that will help us learn more about pet shops."

CLASS ACTIVITIES

1. Do task card activities in small groups and individuals.
2. View and discuss film.

SUMMARY

Sharing from groups and individuals using task cards.

Lesson 8

PURPOSE

To familiarize pupils with the variety of places where there are jobs involving animals and to enable them to pursue individual interests.

MATERIALS

1. Task cards 17 through 21.
2. Felt pen and chart paper
   or
   Chalk and chalkboard.

INTRODUCTION

Say: "Let's review some of the places where there are many jobs involving animals. Let's list the places. Now let's list all the jobs we know that involve animals.

CLASS ACTIVITIES

1. Make lists of places and jobs.
2. Work on task card activities in small groups and individuals.

SUMMARY

Sharing from groups and individuals using task cards.

Lesson 9

PURPOSE	To develop pupils' understanding of how much they have become aware of various jobs involving animals.
MATERIALS	1. Tape recorder. 2. Tape from pretest. 3. Entry Level Assessment. 4. Task cards.
INTRODUCTION	Say: "Today we will find out how much we have learned about jobs involving animals. Let's listen to the tape we made before we began our unit. Let's find out how much more we know now.
CLASS ACTIVITIES	1. Listen to pretest tape. 2. Make a new tape as a post-test. 3. Free use of task cards.
SUMMARY	The children should feel free to talk about the things they have enjoyed about this unit. They should feel free to express likes and dislikes.

A TRIP TO THE ZOO

YOU NEED:

- friends who like to act and who know about zoo workers

Take an imaginary trip to the zoo. As you meet each worker, ask him to tell you about his job. He will tell you what he does and what he likes and dislikes about his job. He will also tell you what skills he uses.

TASK CARD 2

A DAY AT THE HAPPY PET SHOP!

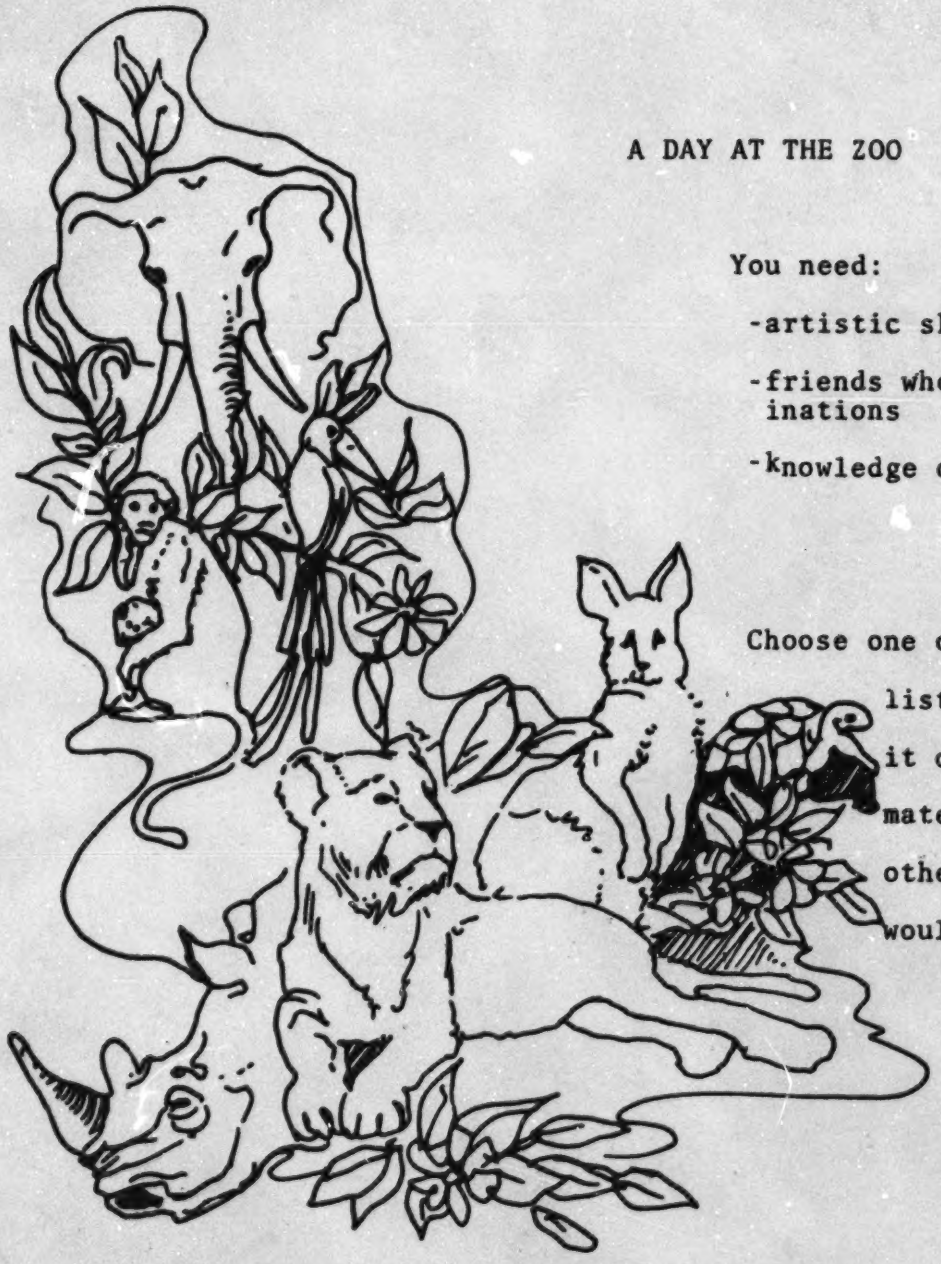
You work at the Happy Pet Shop. Here are some situations to act out. You may think of many more situations that may happen in your store.

You need:

-a group of friends who like to act.

1. A lady comes in with a poodle. The poodle needs a bath and a haircut. You tell her she can pick up the dog in an hour.
2. A little girl comes in to buy a guinea pig. She has $8.00 she got for her birthday and she wants to buy everything she will need for her guinea pig. Help her.
3. A father and 2 children want to buy a Mother's Day gift. They decide to buy an aquarium. What other things will they need to go with it? Help them find everything they will need.

TASK CARD 3



A DAY AT THE ZOO

You need:

- -artistic skill as an actor
- -friends who have good imaginations
- -knowledge of zoo workers

Choose one of the zoo jobs listed below. Act it out for your classmates. You may think of other zoo workers that would be fun to act out!

Trainer-You prepare animals for public appearances.

Communicator-You give lectures at zoo exhibits to provide visitors with information.

Children's Zoo Keeper-You feed and care for the animals in the children's zoo.

Hospital Keeper-You assist the veterinarian. You care for the animals in the hospital.

A TRIP TO THE RIDING STABLES

You need:

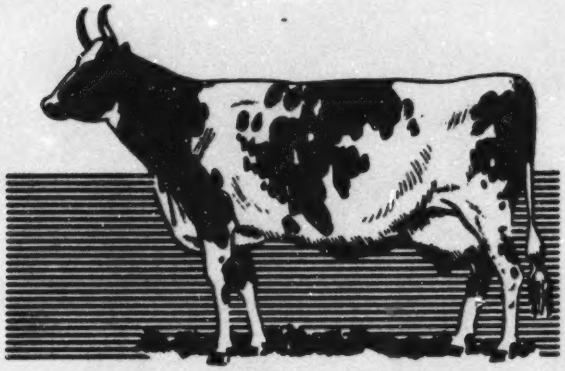
-artistic skill as an actor

-5 people with good imaginations

Happy Birthday! Today is your birthday and for a treat you are taking a trip to the riding stables. Here are some of the people you will meet there:

Manager:	Supervises all workers. Sees that the work is done.
Trainers:	Trains horses for owners. Gives riding lessons.
Grooms:	Grooms horses. Exercises horses.
Stable hands:	Feeds horses. Cleans stalls.

Act out your trip to the stables. As you meet each worker, ask him about his job. He will tell you what he likes and dislikes about it.



You need:

- -acting skill
- -a knowledge of farm animals
- -a group of friends

You are the auctioneer! It is your job to auction the farm animals. What animals will you sell? What do the animals eat? What kind of care do they need? What will you tell the buyers about each animal?

(Maybe you will want some friends to role-play the parts of the animals, too!)

TASK CARD 6

FOCUS ON KINDNESS

You need:

-a group of friends

-someone to write for the group

Animals depend upon the people who care for them for all their needs. Here are some questions to discuss. Your teacher or helper will list the answers. You will want to remember them often.

What things do all animals need? (Here are some hints: food, water, exercise, shelter, cleaning, doctoring.)

How do we fill each of his needs?

Why do animals depend upon us?

What kind of people should work with animals? (Some things to think about: Is self-control important? Why? Is dependability important? Why?)

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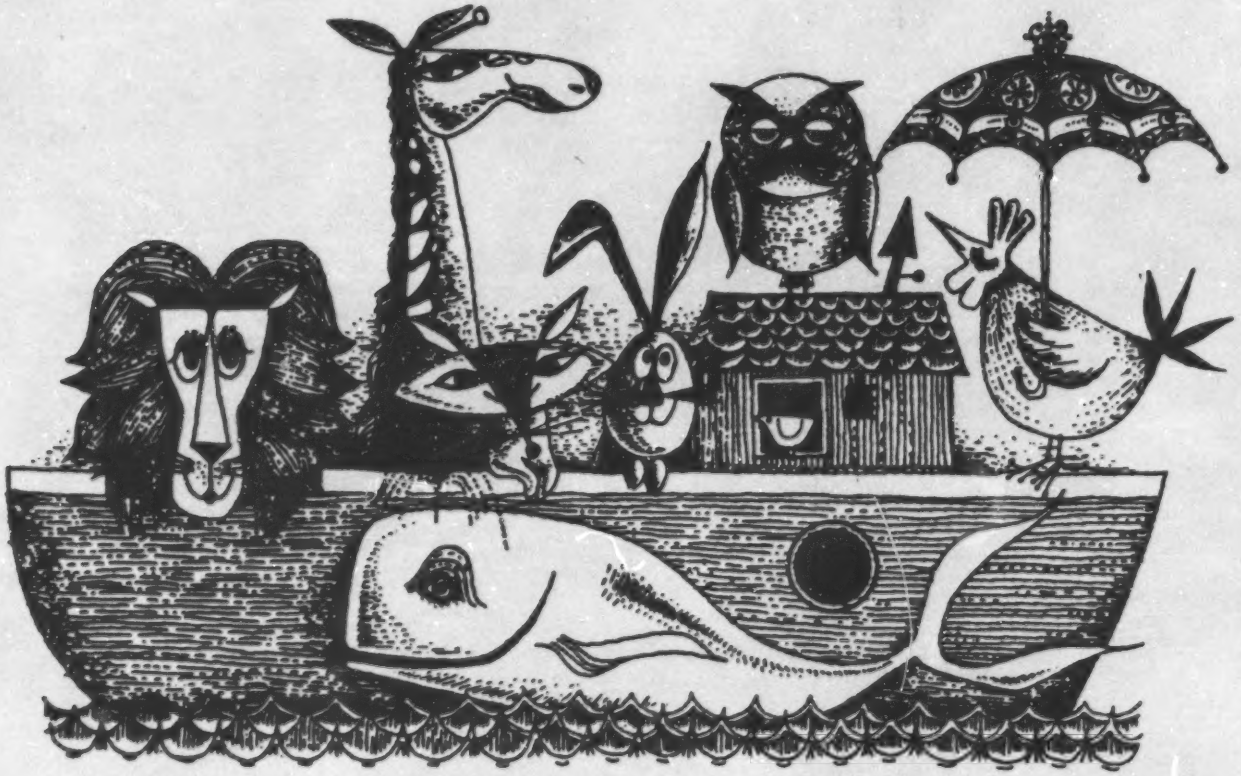
SAIL WITH US . . . ON THE SHIP OF KINDNESS

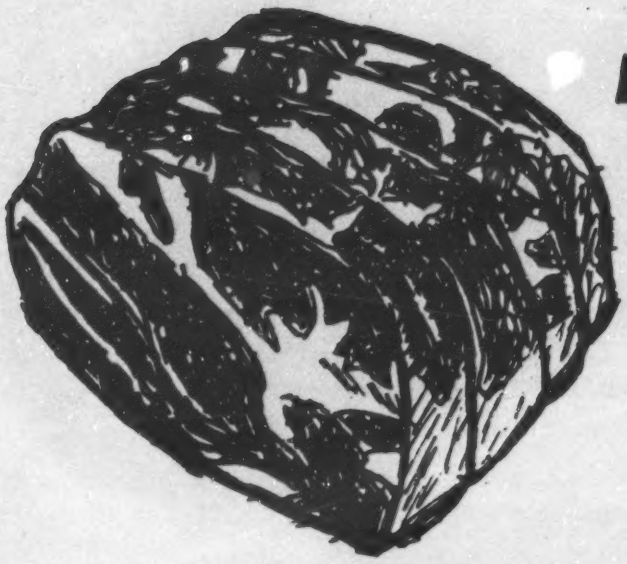


You need:

- -large colored paper
- -paints or crayons
- -pictures of animals

Make a "Be Kind to Animals" poster. Post it somewhere around your school so lots of boys and girls will see it and remember to..."Be Kind to Animals!"

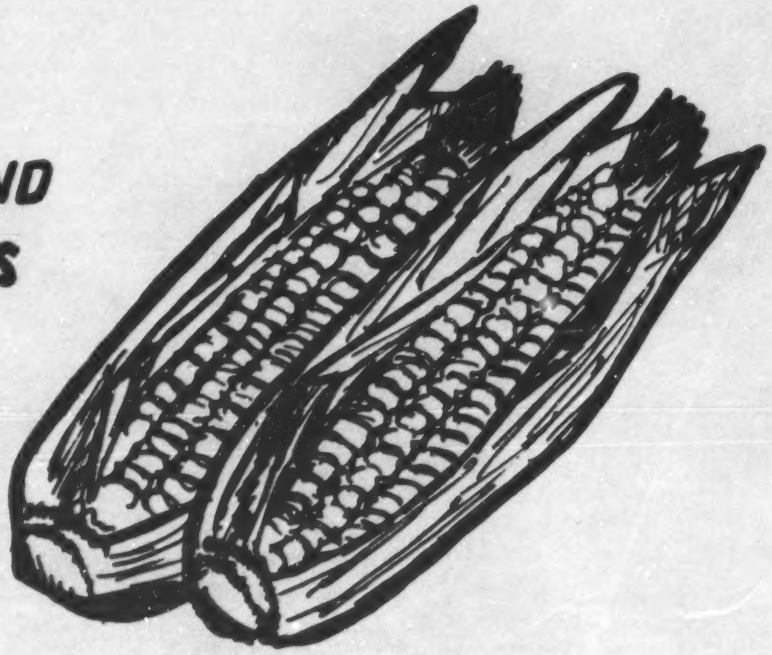
WHAT DO ANIMALS EAT?



You need:

-2 pieces of large paper
-pencil
-someone to write

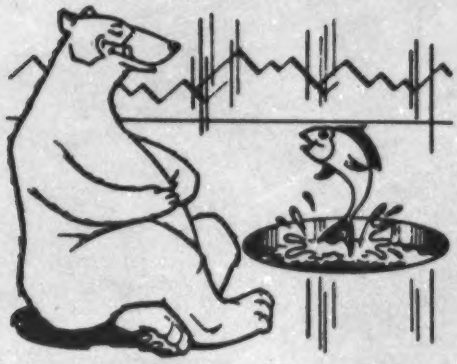
Make 2 lists of animals. One list should be titled Animals Who Eat Meat. The other list should be labeled Animals Who Eat Fruits and Vegetables. After the name of each animal write what it eats.



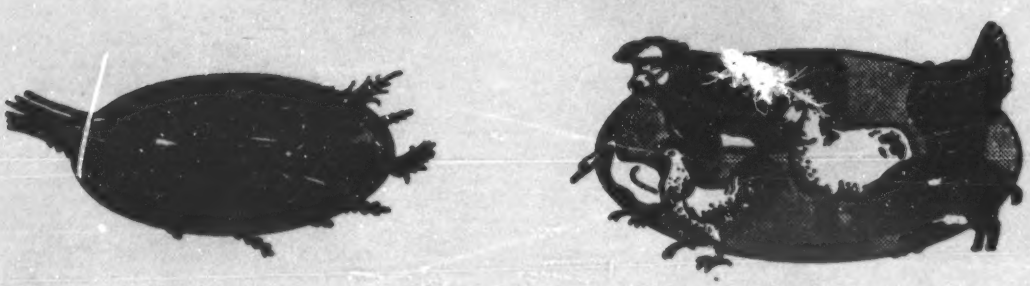
WHAT DO ANIMALS EAT?

You need:

- -magazines
- -scissors
- -paste
- -2 pieces of paper



Some animals eat meat. Some animals eat vegetables, fruits, grass, and grains. Look in the magazines for pictures of animals. Cut out the pictures and paste the meat-eating animals on one paper and the other animals on the other piece of paper. Label the paper.



DAIRY DELIGHTS

You need:

-magazines

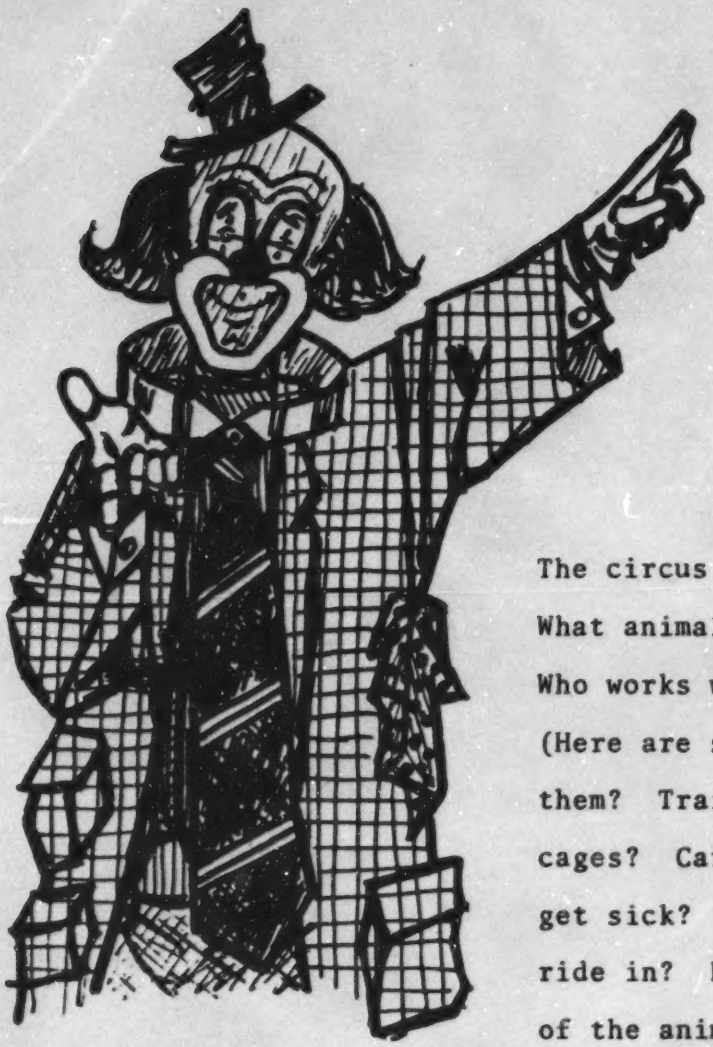
-paper

-scissors

-paste

How does a dairy farmer help us? Look in the magazines for products we get from milk. Cut them out and paste them on your paper.

Aren't you glad we have dairy farmers?



THE CIRCUS IS COMING!

You need:

-paper

-pencil

-crayons or paint

-a helper to help you write

The circus is coming to town! What animals work in a circus? Who works with the circus animals? (Here are some hints: Who feeds them? Trains them? Cleans the cages? Cares for them when they get sick? Drives the truck they ride in? Rides them?) Make a list of the animals and workers. Make a big picture of the circus. You may want to include some of the animals and workers. What other things might you include?

CIRCUS ANIMALS

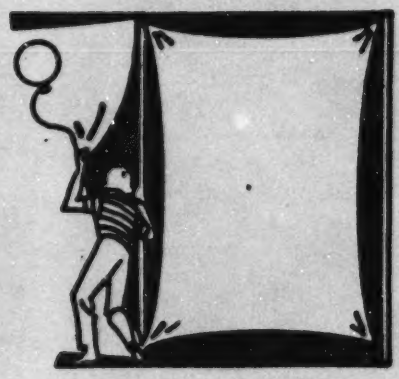
You need:

-paper

-crayons or paint

There are many animals at the circus! Make a colorful poster showing lots of circus animals.

THE FAIR HAS COME TO TOWN



You need:

-paper

-crayons or paint

You work at the fair. It is your job to make a colorful poster telling people about the fair. Make your poster attractive and colorful. Include at least five animals that people will see if they come.

IT'S FAIR TIME!

ANIMALS AT THE FAIR

You need:

- -crayons
- -paper
- -someone to help you write
- -pencil

Many farmers take their best animals to the fair. The animals are judged on their size, appearance, and health. The farmers who bring the best animals win ribbons. The best animals can be sold for lots of money.

Pretend you have a farm animal. Finish these sentences:

My animal is a _____.

I take good care of my animal by _____.

Draw a picture of your animal.

Draw a picture of the ribbon you won.

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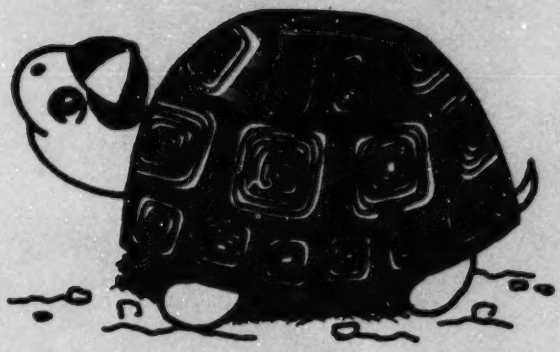
THE FRIENDLY PET SHOP



You need:

-magazines

-paper

-scissors

-paste

You work in The Friendly Pet Shop. Look in the magazines to find pictures of the animals you sell. Cut them out and paste them on the paper very neatly and attractively.

TASK CARD 16

You need:

-paper

-crayons

-a helper to write for you

You work in a Pet Shop and sell many animals. You also sell many things that pet owners need for their pets. Draw a picture of 10 things you sell that people use to take good care of their pets. Ask your helper to label the items for you.

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You need:

- -paper
- -pencil
- -a helper to write your answers

Name 4 places where people work with animals.

Name 3 workers who work with animals at each place.

Tell why each worker is important.

Draw a picture of one animal you would find at each place.

CHOOSE ANIMALS YOU LIKE!

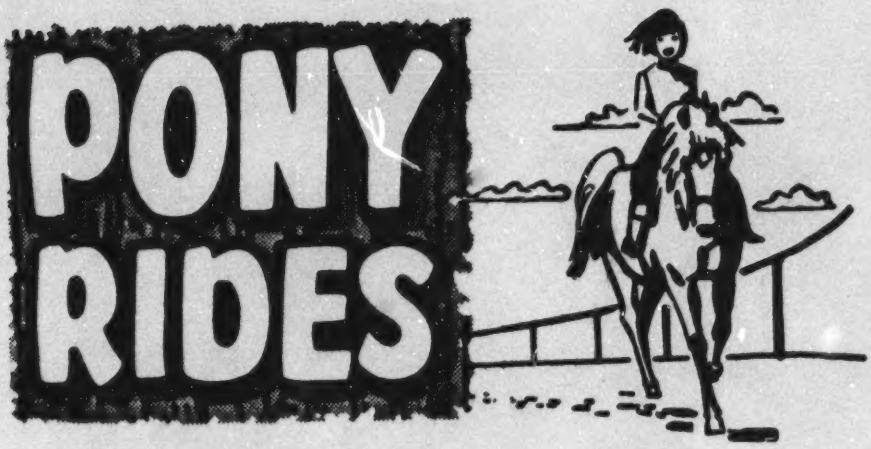
You need:

-crayons

-paper

-a helper to write

Which animals would you like to work with? Draw a picture of 5 animals that you would enjoy working with. Where might you find a job with these animals? Label the animals and include where you might find a job with each of them. (A helper will help you with the writing.)



You need:

-paper

-crayons

You own 5 ponies. You will take them to a shopping center and let the boys and girls ride them. Make a colorful poster so everyone will want to come ride your ponies.

Gentle Ponies for Children!

Learn to ride!

Pony Rides 50¢

40

ANIMALS ON TV

You need:

- a television set
- a television guide
- an adult to help

Ask an adult to help you study a TV guide and find a program about animals. There are many good programs on regularly and many specials about animals. Watch the program and give an oral report to the class.

What animals did you see?

What workers did you see?

Tell about what they did.

What skills did they use?

Did they take any safety precautions?

WRITE A POEM

You need:

-pencil

-paper

-a helper

-crayons

Think of an animal you like. Write a poem about it. (Your helper might help you do the writing.) Draw a picture to illustrate your poem.